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ABSTRACT

This teaching unit, Introduction to Photography, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Communications and Media Occupations Career Cluster, these nine lessons review the types of photography work available, discuss the photographer/consumer relationship and give education and training needed by a person to enter this career. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#109

A CAREER UNIT FOR GRADES 3 AND 4

INTRODUCTION TO PHOTOGRAPHY

(Communications and Media Occupations Career Cluster)

March, 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 015 775

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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Communications and Media Occupations Career Cluster

INTRODUCTION TO PHOTOGRAPHY

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Communications and Media Occupations Career Cluster

INTRODUCTION TO PHOTOGRAPHY

RATIONALE

Children are continually surrounded by examples of photography. This is a unit in which children will learn about the various types of photographers, as well as the role photography can play in their own lives.

GOALS

Through this unit, pupils will:

- Become familiar with many types of photography.
- Relate school skills to the skills used by various photographers.
- Become aware of the photographer/consumer relationship.
- Consider the importance of photography in their daily lives.
- Learn the basic parts of a camera.
- Discuss the type of education or training needed by a photographer.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils wi'l be able to:

- Name four ways in which photography is used.
- Name kinds of photography/photographers.
- List three school skills necessary to a photographer.
- Name the basic parts of a camera.
- Tell why photography is important in their daily lives.
- Describe the kind of training and education needed by a photographer.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and post-test.)

Use this informal inventory to determine class awareness of photography occupations:

1. What are four ways in which photography is used?
2. What are three school skills necessary to a photographer?

3. What are the basic parts of a camera?

4. What training or education is needed by a photographer?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

- Films and filmstrips, as listed.
- Books, as listed.
- Film projector, filmstrip projector, overhead projector.
- A variety of art materials.
- Task cards.
- Permission slips.

Films:

Underwater Adventure
Cameras and Careers
Television Serves Its Community
Frame by Frame
Mini Movie Makers

Filmstrips:

Recording for the Future by Photography
Shooting the Motion Picture
Preparation of the Live Television Show

Soundstrip:

Visit to a Television Studio

Books:

Dewey Number	Title	Author
770	First Book of Photography	Hoke
770	Lens & Shutter; An Introduction to Photography	Weiss
770.2	You and Your Camera	Jacobs
778.5	Making Your Own Movies	Helfman
574.92	The Living Sea	Cousteau
576	Collecting & Photographing Your Microzoo	Pinney

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

MP 1113	Animation Goes to School (4-8)
MP 1368	Phantasy (7-12)
MP 3226	Photography as an Art (9-12)
MP 5381	Yosemite National Park-The Four Seasons (4-6)
FS 988	Camera (5-8)
FC 855	Simple Camera - Part 1 (4-8)
FC 856	Simple Camera - Part 2 (4-8)
FC 857	Simple Camera - Part 3 (4-8)
FC 858	Simple Camera - Part 4 (4-8)
FS 873	What an Artist Sees in Death Valley - Part 1 (3-12)
FS 989	What an Artist Sees in Death Valley - Part 2 (3-12)

COMMUNITY RESOURCES

Parents.

Local photographers.

Allan Ferguson; Photographer for Bakersfield Californian; 323-7631 or 325-6067 (Home)

Joe Henley; Henley's Photo Shop; Bakersfield; 324-9484

Nick Dailey; Dailey's Studio & Photo Shop; Delano;(948) 725-0248

David Moore; Operations Manager; Channel 29; 327-7955

INSTRUCTIONAL STRATEGY: LESSONS 1 - 9

Lesson 1

PURPOSE	1. To introduce the unit and to consider the ways photography is used in our lives.
MATERIALS	1. Entry Level Assessment. 2. Tape recorder and tape (optional). 3. Chart paper and felt pen. 4. Task cards 1 through 4.
INTRODUCTION	After a discussion, in which the children's answers to the entry level assessment are taped, say: "Have you ever thought of the many ways we use and enjoy photography? Let's see if we can make a list of some of the ways."
CLASS ACTIVITIES	1. Entry Level Assessment. 2. Have a discussion based on the Introduction. 3. List all of the students' ideas on the chart paper. 4. Do task cards.
SUMMARY	1. Reports from students using task cards.

Lesson 2

PURPOSE

To familiarize students with the job of the commercial photographer.

MATERIALS

1. Four sheets of newsprint.
2. Magazines, newspapers, catalogs.
3. Scissors, paste, felt pens.
4. Task cards 4 and 5.

INTRODUCTION

Say: "Today we are going to learn about the job of commercial photographer. Let's think about all the places where you have seen advertising done by a photographer."

CLASS ACTIVITIES

1. Have a class discussion based on the Introduction. A list may be made on the chalk board.
2. Divide the class into four groups, giving each group a sheet of newsprint.
3. Have the groups cut and paste pictures of advertising that uses photography.
4. Display and discuss collages.

SUMMARY

1. Reports from students using task cards.

Lesson 3

PURPOSE	To familiarize the students with the jobs of a TV photographer.
MATERIALS	1. Resource person from a television station. (See suggestions in Community Resource section.)* 2. Questions on board.**
INTRODUCTION	Say: "So far, we have explored some occupations in still photography. Today we will learn about some jobs involving moving picture photography for television programs."
CLASS ACTIVITIES	1. Read questions listed on board. Tell students to be listening for answers to the questions. 2. Hear resource speaker; ask questions. 3. Discuss questions on board and any other points brought out by speaker.
SUMMARY	1. Review information.

*Ask the resource person to talk about various jobs which are concerned with moving picture photography for T.V. programs.

**1. What is the meaning of the term mass media?

2. How is the public served by television photography?

3. What are some jobs in television photography?

LESSON 4

PURPOSE

To familiarize students with photography as used in science and industry.

MATERIALS

1. Manila drawing paper.
2. Science texts.
3. Pencils and rulers.
4. Crayons or felt pens.
5. Task cards 8 and 9.

INTRODUCTION

Say: "Photography is often important in science and industry. Today we are going to think about ways in which photography is used in these fields."

CLASS ACTIVITIES

1. Leaf through Science Texts to find examples of photography.
2. Discuss the value and importance of photographs in books.
3. Have students draw a picture illustrating a scientific idea. Ask them to label it appropriately.

SUMMARY

1. Display drawings.
2. Reports from students using task cards.

Lesson 5

PURPOSE

To make children aware of photography as an art form.

MATERIALS

1. Field trip to an exhibit of photography,
   or
   resource person (parents often have excellent photographs and/or slides),
   or
   collection of photographs.
2. Suggested filmstrips: "What an Artist Sees in Death Valley" #873 and #989. (Available through Instructional Resource Center, Office of the Kern County Superintendent of Schools.)
3. Task cards 10 and 11.

INTRODUCTION

Say: "Photographs are becoming more and more popular as an art form. Today we will be seeing some good examples of this."

CLASS ACTIVITY

1. Briefly discuss what makes a photograph a work of art rather than simply a picture.*
2. View filmstrip(s).
3. Take field trip to exhibit,
   or
   have resource person,
   or
   show photograph collection.
4. Do task cards.

SUMMARY

1. Discussion of children's ideas about photography as art.
2. Task card reports.

*Composition, idea, creativity, lighting.

Lesson 6

PURPOSE

To enable students to understand the consumer/photographer relationship.

MATERIALS

1. Magazines.
2. Construction paper.
3. Scissors and glue.
4. Lined paper.
5. Pencil.
6. Task cards 12, 13 and 14.

INTRODUCTION

Say: "One of the main areas in which the consumer/photographer relationship is clear, is in advertising. The kinds of pictures presented to the public can have a definite effect on what we purchase."

CLASS ACTIVITIES

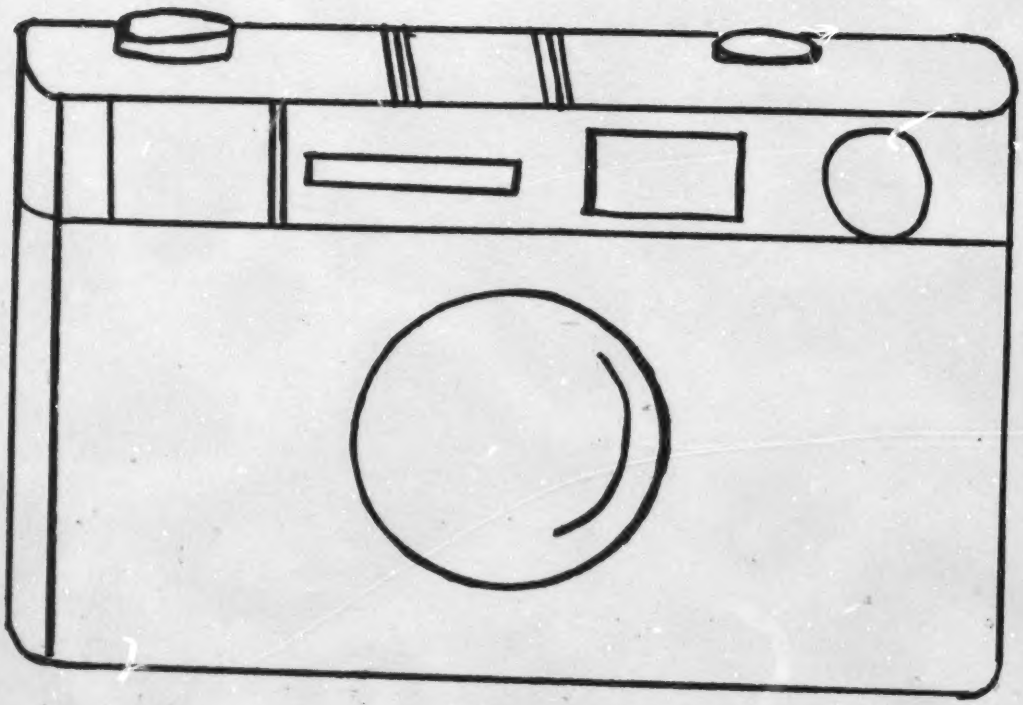
1. Children will look through magazines to find an example of the advertisement that attracts them by its photography and one which they find unattractive.
2. They will glue the pictures to the construction paper and add a brief paragraph describing why they feel as they do about the picture.

SUMMARY

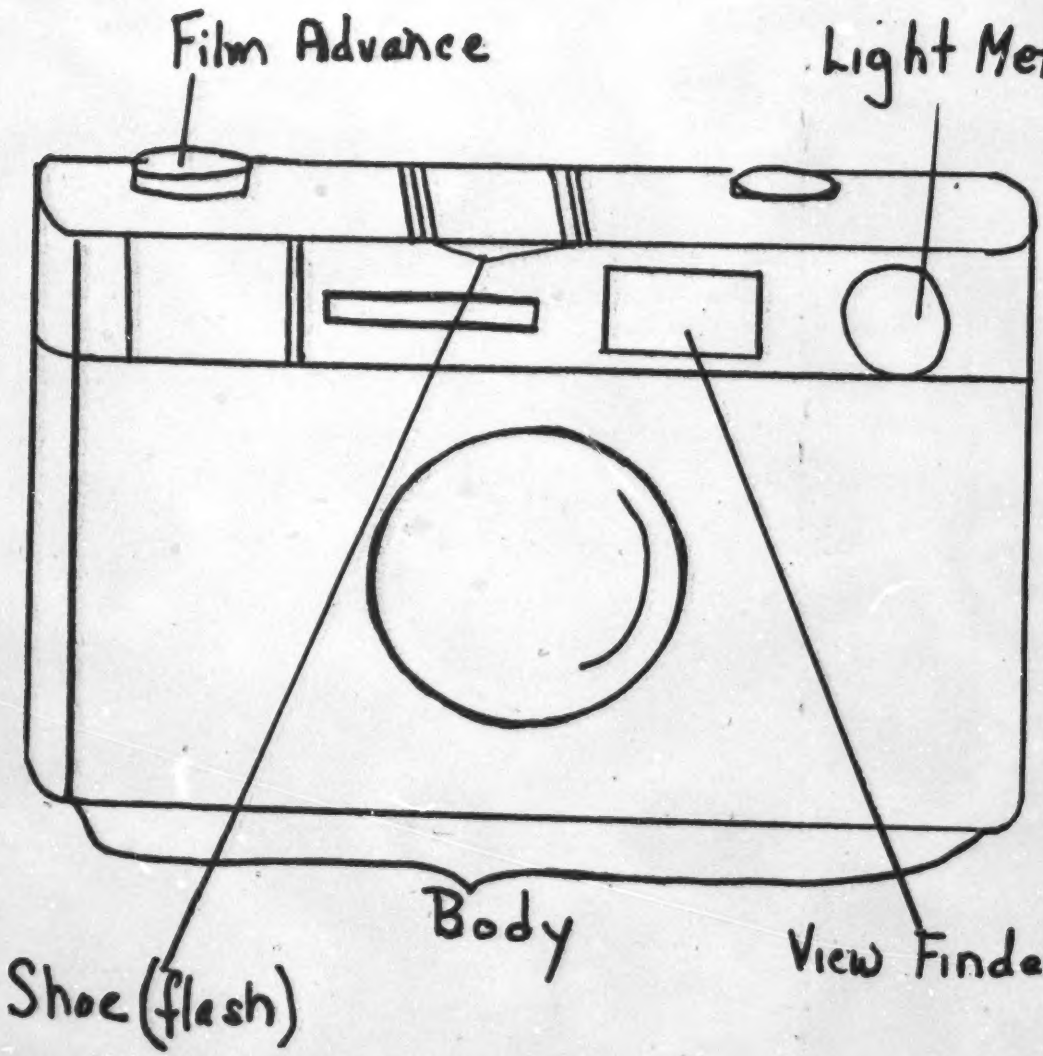
1. Students will share the above activity.
2. Reports from students using task cards.

Lesson 7

PURPOSE	To briefly describe the main piece of photography equipment -- the camera.
MATERIALS	1. Ditto master of camera, and poster of camera with labels, following pages. 2. Transparency of camera. 3. Overhead projector. 4. Task cards 15 and 16.
INTRODUCTION	Say: "The camera is, of course, the main piece of equipment used by photographers. Today we will learn about the parts of a camera."
CLASS ACTIVITIES	1. Using the overhead projector, point out the main parts of the camera. Label the parts as they are explained. 2. Students will label their pictures at the same time.
SUMMARY	1. Review of labeled pictures. 2. Reports from students using task cards.



Lens
Shutter } Internal



Range Finder Camera

Lesson 8

PURPOSE

To identify the school skills useful to photographers, and to consider what specific types of training and education is needed by photographers.

MATERIALS

1. Pencil and paper.
2. Chart paper and felt pen.
3. Task cards 17 and 18.

INTRODUCTION

Say: "Today we are going to talk about the school skills which would be useful to a professional photographer. We are also going to find out what special training or education is needed by photographers."

CLASS ACTIVITIES

1. As a group, list on the chart paper, the various school skills.
2. Students will individually write a paragraph telling which school skills they feel would be useful to a photographer, and why.
3. Assign one or two students the task of making a telephone interview of a commercial photographer (probably a portrait photographer) to find out what special training or education he needed for his job.

SUMMARY

1. Sharing of paragraphs and telephone interview.
2. Reports from students using task cards.

Lesson 9

PURPOSE

To evaluate what the children have learned about photography occupations.

MATERIALS

1. Tape from pretest.
2. Tape recorder.
3. Entry Level Assessment.
4. All task cards.

INTRODUCTION

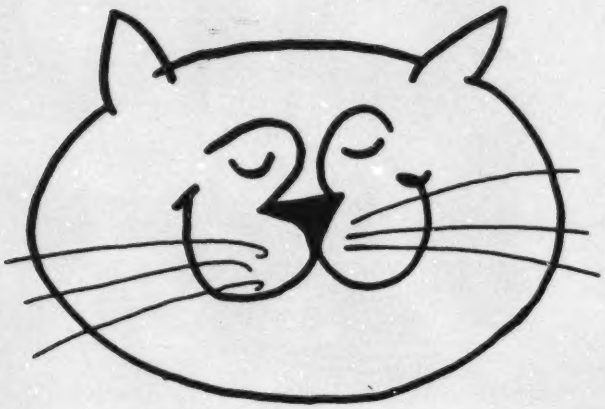
Say: "Today we are going to find out how much we've learned about photography. First, let's listen to the tape we made before this unit began. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pretest tape.
2. Make new tape as a post-test.
3. Free use of task cards.

SUMMARY

The tape acts as a summary for this unit. During taping, children should feel free to express their opinions regarding this unit, describing what they might not have liked, as well as what they did like.



SMILE

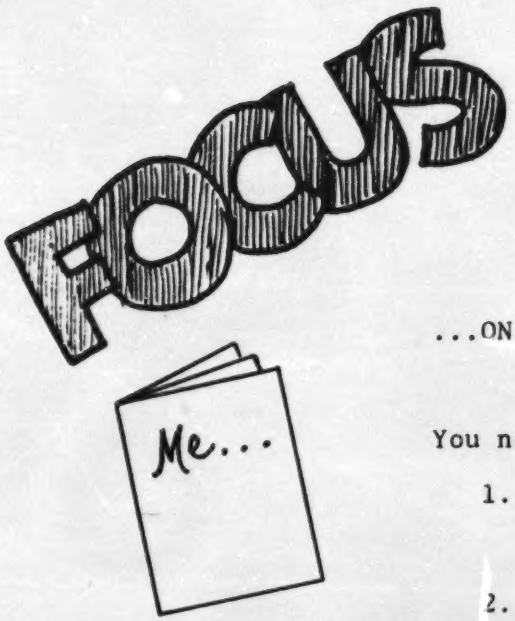
You need:

1. photographs of you and your family
2. large sheet of tag
3. felt pens

Select some pictures that show you at different ages. Mount the pictures on the tag. Below each picture write a brief description.

Share it with the class.

IMPORTANT! Be sure to ask your parents if you may use the pictures.



...ON YOU!

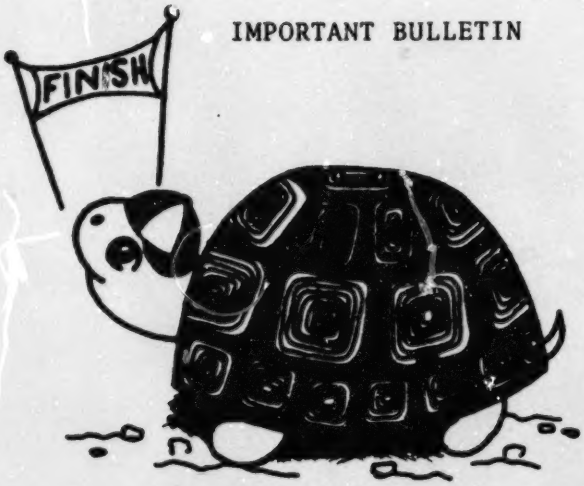
You need:

1. school pictures from several years back
2. manila paper
3. pencil
4. glue

Fold the manila paper to form a booklet. On each page paste one of your school pictures. Arrange them in chronological order.

Under each picture, write a paragraph telling about that school year.

Share your booklet with the class.



IMPORTANT BULLETIN

You need:

1. newspaper or news magazine
2. scissors
3. glue
4. tag or manila
5. pencil

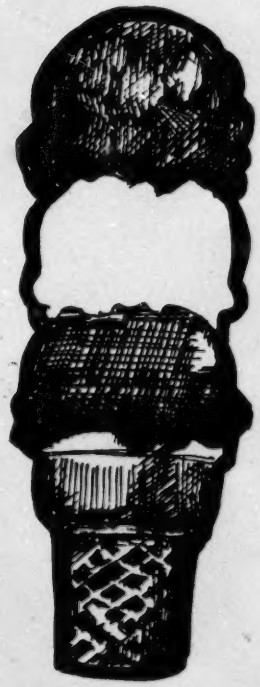
From the newspaper, cut out a picture which you feel really tells a story.

Glue the picture to the tag.

On the back, write a paragraph telling why the picture does a good job of expressing an idea.

Share with the class.

Yum!



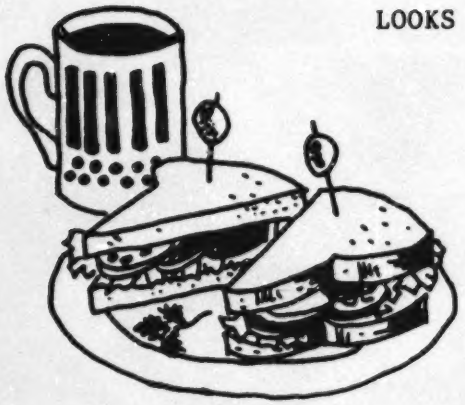
I'll Take One

You need:

1. drawing paper
2. crayons

Commercial photographers need to prepare tempting advertisements for various products.

Choose a product to advertise. Draw a picture so tempting that many people would buy the product.



LOOKS DELICIOUS

You need:

1. menus from various restaurants
2. critical thinking
3. good manners

Go to three or four restaurants in your neighborhood. Politely request a menu from each for use in a school project. Be sure to explain why you would like the menu.

Look over the menus. Decide which photographs are most tempting. Rate the menus by their photographs.

Report to the class.

WATCH THE BIRDIE. . .

You need:

1. acting ability
2. group of friends

Role play a situation in a portrait studio where:

1) the photographer and the mother are trying, with no luck, to get a three year old child to cooperate.

2) a cranky lady claims her portrait doesn't "do her justice".

3) a family can't get organized for their sitting.

SAY "CHEESE"

(AND THANK YOU)

You need:

1. lined paper
2. pencil

Write a note to the guest speaker telling him what you liked about his presentation. Mention things you learned about his occupation, and thank him for his time and interest.

You need:

1. various maps
2. pencil
3. ruler
4. drawing paper

Study several maps. Notice that they are drawn from a "bird's-eye-view". A photographer in an airplane provided map makers with vital information.

Now draw a map of your neighborhood. Be sure it's an aerial (bird's eye) view. Try to make it as accurate and complete as a photograph.

NATURAL WONDERS

You need:

1. encyclopedia
2. pencil
3. paper

Jacques Cousteau and Walt Disney are men who have perfected the scientific use of photography.

Use an encyclopedia (or other reference work) to find out about Mr. Cousteau or Mr. Disney.

Write a report to share with the class.

HOLD THAT POSE

SNAP!

CLICK!

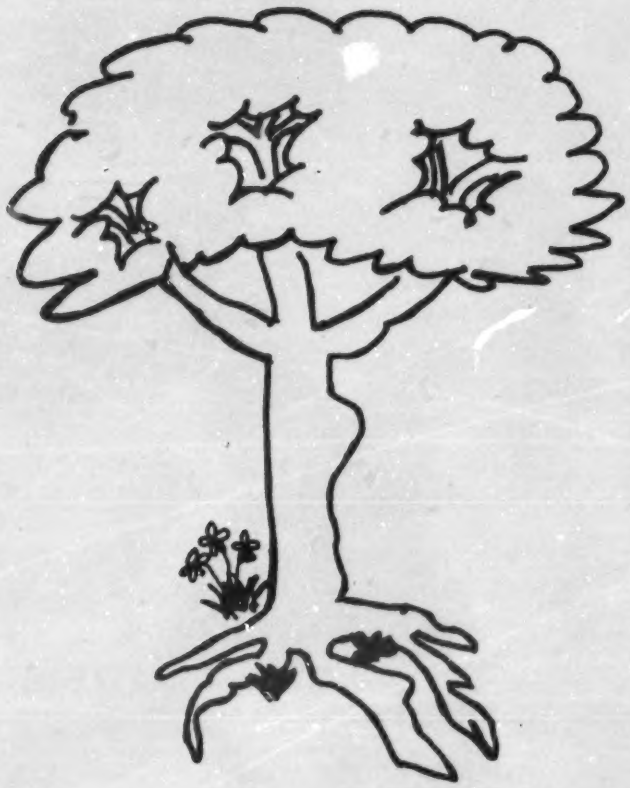
You need:

1. camera
2. film
3. parent permission

Think about what makes a photograph "artistic".

Look around your neighborhood for a suitable scene.

Snap a picture. When it is developed, share it with the class.



EYE ON PHOTOGRAPHY

You need:

1. magazines
2. scissors
3. glue
4. tag board

Find a photograph that looks to you like a work of art. Cut it out and glue it to the tag board.

Share it with the class and tell why you feel the photograph is more than just a picture of something.

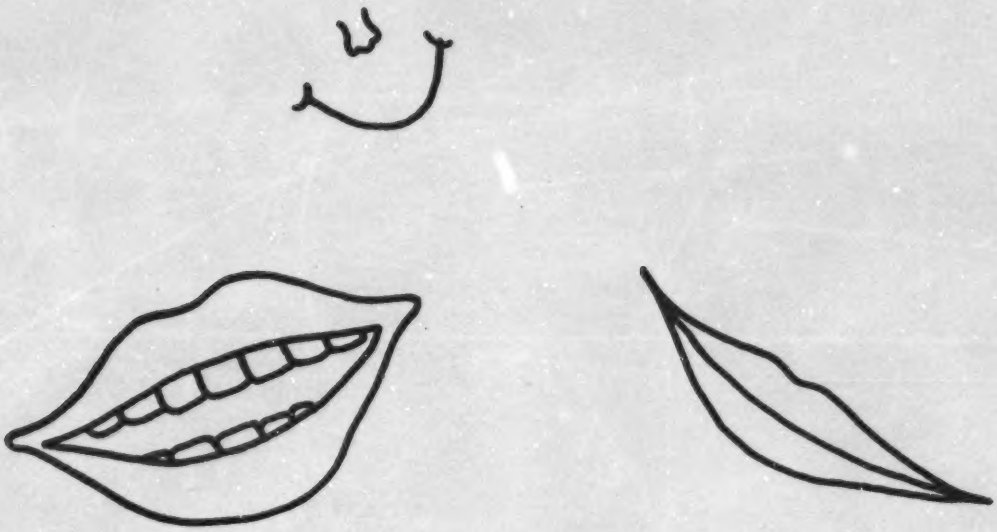
You need:

1. modeling ability
2. a group of friends

A photographer and a model can sell a product. Think about the various advertisements that use a model (cars, clothes, soft drinks, soap, etc.) to tempt the public.

Role play a situation where a photographer is trying to get just the right pose from a model who is advertising a product.

ALL SMILES



You need:

1. a photograph of yourself
2. a critical eye
3. writing ability
4. pencil
5. paper

Using your photograph, write a paragraph telling what you like about the picture and what you dislike. Try to talk about it from a photographer's point of view; i.e., the sun was too bright; it looks natural, etc.

MONEY DOWN THE DRAIN

You need:

1. acting ability
2. a group of friends

Create a skit around the idea that a photo developing company ruined three rolls of film you took on your summer vacation. Tell the clerk how upset you are about the money you spent, their incompetence, and the fact that you have no record of your trip.

IT COULD TAKE A BITE
FROM YOUR
BUDGET. . .

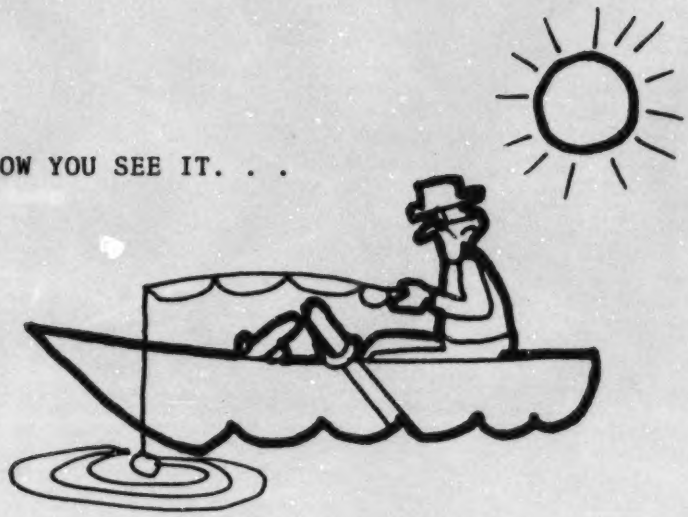
You need:

1. telephone manners
2. pencil
3. paper
4. note-taking ability

Find the name and number of a camera shop in the telephone book.

Call the number. Identify yourself and explain your job. Ask for a list of prices of cameras and camera equipment. Perhaps you could ask for the least expensive and the most expensive types.

NOW YOU SEE IT. . .



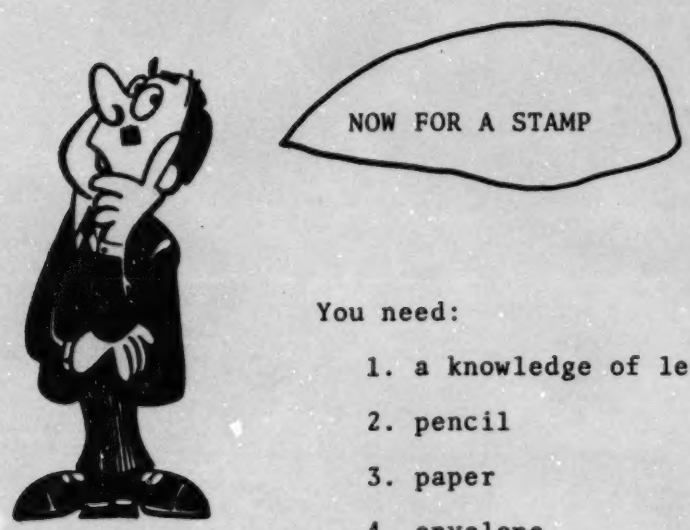
You need:

1. interest in science
2. encyclopedia
3. drawing paper
4. pencil

The human eye and the camera are very similar in structure. Show the similarities in one of the following ways:

1) If you like to draw, diagram and label the parts of a camera and the parts of the eye.

2) If you like to write, describe the similar parts in words.



You need:

1. a knowledge of letter-writing
2. pencil
3. paper
4. envelope
5. stamp

Write a letter to a school of photography.
Ask what kind of training the school offers.
Ask why they feel it is useful and important
to attend their school.

Request a response.

SKILLS COME IN HANDY

You need:

1. poetic ability
2. pencil
3. paper

Write a short poem showing how a school skill could be useful to a photographer.

Example:

Math is a skill that should always be
heeded,
For working with cameras it really is
needed.